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ABSTRACT

This report focuses on the particular problems faced by girls and young women during the transition from school to adult and working life. It begins with a brief description of what these special problems are. Chapters 2-5 analyze different responses by pilot projects in Europe to these problems. Because their actions were normally an integral part of their broader response to social/economic changes or new demands, the projects are arranged here according to the broad fields of activity in which their gender equality action was located. Chapter 2 addresses forging closer links between schools and the economic world, including the development and implementation of more varied forms of work experience, use of the world of work as a learning resource, and initiatives to foster a more proactive and "enterpreneurial" spirit among young people and in the schools. Chapter 3 looks at projects' action to meet new needs in the field of guidance and counseling. Chapter 4 discusses action designed to combat failure and provide fairer opportunities to lower-attaining and disadvantaged young people. Chapter 5 deals with action to help teachers cope with the new tasks and new roles they have to fulfil. Chapter 6 sets out the conclusions drawn from this experience for the further development of gender equality policies and action in education and training. Appendices include a list of pilot projects and brief descriptions of some innovative programs. (YLB)

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EUROPEAN COMMUNITY

ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

Working Document

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GENDER EQUALITY
STRATEGIES FROM THE SECOND TRANSITION PROGRAMME

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Contents

	Page
Preface	1
About this report	2
1. Problems and implications	4
2. Gender equality and school-industry linking	10
3. Gender equality and guidance	15
4. Gender equality and strategies to combat disadvantage and drop-out	22
5. Teacher training and gender equality	24
6. Conclusions and recommendations	29
ANNEX A - List of pilot projects	32
ANNEX B - Innovations 31/1987 Innovations 32/1987 Innovations 33/1987 Innovations 34/1987 Innovations 35/1987	35

Preface

This report is one in a series on the work of the European Community's second Action Programme (1983-1987) on the Transition from education to adult and working life, which was based on a Resolution agreed by the Council and Ministers of Education in July 1982, calling for action to assist Member States to develop their policies for young people between 14 and 18 years of age. The Programme's 30 pilot projects were widely spread across Europe, each of them designated by the national authorities and jointly financed by the Commission. Hundreds of schools, vocational training institutes and other institutions took part.

Gender equality was not among the Programme's priority themes set out in the 1982 Resolution. But it was nonetheless adopted as a working theme by many pilot projects, in accordance with the Commission's policy of promoting commitment to gender equality through all the Programmes which it funds - in addition to its Special Action Programme on equal opportunities in education, adopted in June, 1985.

Links were also forged by pilot projects with the Commission's Women's Bureau and the European Centre for the Development of Vocational Training (CEDEFOP). Staff from projects were invited to participate in European-level conferences and meetings of national education and training representatives.

Gender equality was also the theme of one of the five European conferences organised in 1987 to disseminate the outcomes of the Programme to policy-makers in the twelve Member States. This conference, held at Gilleleje, Denmark on 15-18 September 1987, at the invitation of the Danish Government, was significant not only for helping to disseminate the projects' experience, but also for crystallising the important policy messages which appear as Chapter 6 of this report.

About this report

The reports so far published in this series have focused on different aspects of the school's role in preparing young people for adult and working life, such as the guidance process, the school's relations with the outside world and industry and the role of assessment.* This report is about the particular problems faced by girls and young women at this stage.

The report begins with a brief description of what these special problems are. Awareness of the nature of existing discrimination against, and pressures on, young women is an essential starting-point for counteracting them, according to the experience gained in the Transition Programme in this area.

Chapters 2-5 analyse different responses by the pilot projects to these problems. Because their actions were normally an integral part of their broader response to social/economic changes or new demands on schools, they are arranged here according to the broad fields of activity in which their gender equality action was located:

- forging closer links between schools and the economic world, including the development and implementation of more varied forms of work experience, the use of the world of work as a learning resource, and initiatives to foster a more pro-active and "entrepreneurial" spirit among young people and in the schools (Chapter 2);

- action to meet new needs in the field of guidance and counselling (Chapter 3);

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* For a full list of titles, write to the address on the cover of this report.

- action designed to combat failure and provide fairer opportunities to lower-attaining and disadvantaged young people (Chapter 4); and

- action to help teachers to cope with the new tasks and new roles they have to fulfil (Chapter 5).

Chapter 6 sets out the conclusions that have been drawn from this experience, for the further development of gender equality policies and action in education and training.

It should be noted that many ideas and suggestions from the pilot projects were also included in "An Action Handbook: how to implement gender equality"* published by the Commission in 1985, and addressed to teachers, administrators, publishers and parents, with separate sections on primary schools, secondary schools, the transition years, and teacher training issues.

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* National editions were subsequently published in Ireland and the Netherlands on the basis of the Commission's version.

1. Problems and implications

The starting-point for the pilot projects who worked on the theme of gender equality was their concern that equality of opportunity for women is still far from being achieved. Though women have made important strides in the past 10 years, particularly in entry to professional, administrative and technical posts and in managerial positions, the majority are still concentrated in traditional occupations - that is to say in low-paid jobs in low-paying industries. The differential between men's and women's earnings remains constant.

Although lip-service is paid, in every country and at almost every level, to the principle of equality of opportunity, the reality is of widespread unawareness or indifference to this continuing inequality. It forms the background to the more specific problems which girls face in school.

Equally important, and equally easily overlooked, are the differences in self-perception of girls and boys by the time they arrive in their "transition" years, say at age 14. These differences are not the result of some "natural" difference between boys and girls, but of conditioning in childhood and adolescence. Socialisation into a female sex role limits girls' achievements and occupational aspirations. The attitude that a woman's place is in the home, and a man's primary role is to provide economic support by pursuing a career, still has a strong influence on boys' and girls' experience of transition. The vocational paths chosen by young women as a result of this narrowing socialisation process confine them to the margins of the labour market.

Even now, practice in schools too often reinforces such sex-stereotyping instead of reducing it. Many teachers are not conscious how much sex discrimination there is in their school or that steps could be taken to combat it. The content of curricula, and the way they are offered to girls and boys, and the process of educational and vocational guidance, often do little to help redress girls' disadvantages,

and may increase them. Even where girls continue into post-compulsory courses, for instance, they are too often discouraged from entering technical/vocational courses and channelled into general education and academic subjects, even though these may be unsuitable for them.

The labour market

In broad terms, the realities facing girls as they move towards the labour market in the 1980s can be summarised in terms of:

- a greater likelihood of full-time employment, rather than part-time as has been the pattern for most women in the past;

- later, rather than earlier, marriage and child-bearing; and

- a greater likelihood of working not just up to the period of child-rearing, but through and afterwards also.

There is also a trend towards smaller families; and there are many more families with two wage-earners, and more female heads of family, than in the past.

The implications of these trends are far-reaching and fundamental in terms of young women's educational and training needs. Basically they imply that young women need to be prepared for a longer working life than hitherto. They need to be helped to gain access to vocational training that will permit, and reward appropriately, their sustained participation in the labour force. They need to be helped also to develop the kind of confidence and assertiveness which they will need, to articulate their views, needs and rights, once they are in employment. Curricula, guidance arrangements, and schemes to introduce young people to the world of work, e.g. through work experience, need to be planned accordingly.

Current changes in the character of the labour market itself, away from large-scale, traditionally organised, industries towards a greater diversity of size of firms, of types of employment contract and

towards more self-employment - are also significant. For women to move into traditionally-male areas of employment is especially difficult in a period of economic uncertainty or even recession. Hence the importance of "enterprise education", i.e. experience and education which will strengthen young women's capacity to compete for entry into small firms, or even prepare them to be self-employed.*

Vocational training

For the young women who do manage to find their way into vocational training in traditionally "male" areas, the problems are still acute. Courses in such fields have usually been designed for and by men. A new approach to planning them is needed when women are to be trained too. This is not because of any inadequacy on the part of women but because

- men have had a better informal preparation for this kind of training;

- teachers and trainers make higher demands of women trainees because they have to "justify" their place on the course;

- sexist attitudes and behaviour on the part of teachers and trainers are common;

- male students have difficulty in adjusting to the presence of female students on the course; female students have much less difficulty adjusting to male students.

The problem of training young people for jobs which no longer exist can also be particularly acute where authorities are doing their best to encourage young women to enter non-traditional areas. Vocational

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* See Education for Enterprise, IFAPLAN, Brussels, January 1986.

training is increasingly being related, at policy level, to future economic development prospects. Widening girls' opportunities in vocational training needs to form part of such policy thinking, if it is to have long-term value. Co-ordinated action, at local level, between employers willing to give girls equal employment, those in charge of vocational training who can relate types of training to employment prospects, and those in the school who can influence girls towards suitable educational/vocational training - this is the type of concerted action to which much of this report points, and which is needed if substantial progress is to be achieved.

Disadvantage

Two problems at school level which deserve particular attention: early drop-out, and the position of girls from ethnic minority families.

Many young people - far too many - drop out of school at, or before, the end of compulsory schooling. In some countries these include girls who are propelled by a combination of disadvantage and failure not just to drop out of school but to become teenage parents. Pregnancy is, in fact, a noticeable cause, in such countries, of early drop-out by girls, with the result that they then

- are less likely to have the skills which employers are asking for;

- take on the additional burden of family responsibilities;

- can command only low pay, in which case they may be better off staying on social welfare rather than finding a job, especially if the cost of child-care has to be borne out of a low wage;

- have more limited participation in the workforce. The less skill and experience they acquire, the more difficult it is for them to progress in it;

- become trapped into a cycle of disadvantage from which it requires

enormous effort to escape and in which their child/children are also trapped.

Extra effort needs to be made to provide attractive educational and occupational alternatives to encourage them to postpone parenthood until at least they have completed vocational training.

Girls from ethnic minorities face similar patterns of racial discrimination as their male peers, but in addition are subject to discrimination on grounds of sex because

- they must conform to the cultural expectations of their own ethnic background, for which the opportunity system in the host culture makes no provision at all;

- they cannot play the "emancipated" women of their host culture, so they have a problem in utilising those opportunities which do exist.

In designing education and training provision for young women, these additional dimensions have also to be considered if a more equal distribution of opportunities is to be created.

The importance of national policy

The under-achievement of many girls, their under-representation in large areas of the labour market and their greater vulnerability to unemployment are serious problems. Yet it was clear that the interest in, and concern for, these issues varied greatly between pilot projects.

For some, gender equality issues were a central objective and large-scale initiatives were undertaken; in others, gender equality was introduced in small, but nonetheless, significant ways; and in a number of projects, gender equality did not feature at all in either their aims or practices.

It is significant that the projects which were most active were those in Member States where there was strong policy support for gender initiatives at national level. Where little support was forthcoming from national ministries, projects' interest was equally low. Since gender equality was not mentioned in the Resolution and even though it was put forward by the Commission as a relevant theme area, those projects which were not encouraged and supported by national policies, devoted little time or resources to it.

On the other hand, the Programme showed how, with a strong policy impetus, gender equality initiatives in research and development projects for young people in transition do lead to significant action, which would not otherwise have taken place. The implication for policy, as suggested in Chapter 6, is that stronger action is needed, at national and other levels, to ensure that projects of this kind are pressed, and required, to develop a gender equality dimension.

2. Gender equality and school-industry linking

Closer links between schools and industry, or the economic world, are increasingly seen as an essential part of preparing young people for the world of work. Transition project actions developed a variety of administrative mechanisms for developing and operating such links, and used them to provide work experience placement schemes, and to enable them to draw on the world of work as a learning resource, and to introduce learning experiences of various kinds which fostered a more pro-active and "entrepreneurial" spirit among young people, and among teachers.

Care is needed in the design and development of these actions in relation to gender equality. Both direct and indirect discrimination against women operate in the economic world and in labour markets. Without positive action, linking activities may simply serve to reinforce gender stereotypes and to limit even further girls' vocational choices.

Work experience schemes

Work experience schemes, for example, need to be designed in such a way as to give girls the opportunity to see and experience working life in areas which are not traditionally female: and vice versa, for boys.

It is often the practice to let young people choose for themselves the type and location of their work experience where the organisation and availability of placements locally permits. But the projects frequently reported that, given this choice, both girls and boys tended to make traditional choices.

Two strategies were tried in the projects to overcome this problem. The project in Castlemilk (UK 28) introduced single-sex meetings for girls to discuss their choice of work placement.

The pressure on girls to conform to traditional roles is usually found to be greater when boys are present. In girl-only groups, there is freer discussion of fears and hopes, aspirations and insecurities, without fear of ridicule from their male peers.

The second strategy, used in the Manchester (UK 27) project was to remove the element of choice and to make it compulsory for girls and boys to include at least one work experience placement designated as "non-traditional" for their sex. This second strategy was not only beneficial to girls, but also to boys, since it helped to broaden their vocational horizons by opening them up to non-traditional experiences in the world of work.

Non-traditional work experience — Box 1

Projects in Ireland (IRL 17, 18), the United Kingdom (UK 27, 28), and Denmark (DK 3) developed non-traditional work experience courses for girls, and one project, (UK 27) also introduced non-traditional work experience for boys.

For girls, this meant visits to, or placements in, manual crafts such as carpentry, joinery, plumbing, painting and decorating, bricklaying, plastering, and scientific/technical fields such as electronics, micro-computing, welding and engineering.

To find firms where girls can work alongside women trained in these fields can be a problem. Projects in Rennes (F 11), Shannon (IRL 18), Manchester (UK 27) compiled local directories of women working in manual crafts and technical trades as a resource to help teachers responsible for locating work experience placements. The Danish (DK 3) and Shannon (IRL 18) projects used the facilities of technical institutes and workshops to provide introductory courses for girls in which they could sample various manual trades in well-equipped workshops.

Boys were placed in nurseries working with young children and in old people's homes (UK 27). In an Irish project's mini-company (a school-based activity combining work experience and education for enterprise) boys were responsible for baking cakes and selling them in the local community (IRL 18).

Co-operation with employers

Even when young women are keen to try work experience in a non-traditional field, employers may not be willing to give them the opportunity. Encouraging local firms to take on young women for training and work experience in non-traditional areas and to talk through the problems it presents for them is another task for those who have to organise work experience schemes. Two projects French (F 11) and Belgian (B 2) found it necessary to do this.

In one of the projects in the United Kingdom (UK 28), discussions took place with local employers in engineering firms, resulting in visits by several groups of girls to local firms to encourage them to consider a career in engineering. Such co-operation with employers works both ways: not only do girls have the opportunity to have direct experience in non-traditional areas, but employers can also be prompted to re-examine some of their stereotypes and realise that girls are equally competent as boys to do the job, or more so.

Curriculum courses on the world of work

Courses are often included in the curriculum to help young people understand the world of work, and they can be used to help young people see how sex discrimation operates in the economic world. They can present facts about women and work, to combat the myths and stereotypes reaching young people from the media, parents - or even their teachers. They can also have the opportunity to discuss some of the issues.

The Modena project (I 22a) developed a novel approach by using the theme of "women and work" as subject matter for language courses in French and Italian, for work observation and studies and for student surveys and reports.

Teaching young people about women's traditional role in the labour market, and what changes must take place, should not imply that the onus to change is only on women. Men need to change too, and a strong recommendation was made by several projects that action was needed to

3. Gender equality and guidance

In making up their minds about their future, young people are influenced by many different people, in different ways. Among them are parents, relatives, teachers, counsellors, and their own peers. For many young women, the most forceful influence is their mother, sister or aunt. The most important priority in the guidance and counselling of girls is to try to broaden the range of career possibilities from which they make their choices, and to offer different role models to complement those offered at home or those which are traditionally seen as "suitable".

Awareness and self-confidence

Most boys and girls are uncertain about their choices of career and about their own abilities, and they therefore tend to make traditional, or "safe", choices. As a result, girls choose to go into vocational areas which are recognised as "female" occupations. They feel more confident about their skills in these areas, because they seem more "normal". It takes a brave adolescent to go against the grain and a courageous girl to opt for a vocational path not traditionally entered by women.

But, at a time when traditional jobs are disappearing and new jobs related to the new technologies are appearing, it is imperative that young people should be encouraged to open their minds to vocational paths which are more likely to lead to secure employment prospects, and that they should be made aware of the limitations, and the risks, attached to traditionally "safe" jobs.

That is why an important priority in the guidance and counselling of girls in the Transition pilot projects has been to broaden their horizons. It is not simply enough to present girls with non-traditional choices. To make choices freely, they need to overcome the sex-stereotyped messages from their childhood which undermine their confidence in their capacity to develop certain skills, such as the manual and tech-

nical ones; and they need to develop their confidence in their ability to hold down a job in areas which require them. The Shannon project's curriculum resource pack, aimed at guidance counsellors and subject-teachers, included for this kind of awareness-raising.*

Awareness-raising courses — Box 4

In the Glasgow project (UK 28), a new short course, "The Girls' Programme", was developed to raise the awareness of 14/15 year-old girls to sex-stereotyping and its effects on women's choice of jobs and training. It consisted of five 1-hour sessions, using stimulus material and small-group discussion. The course is taught in single-sex groups - with pupils being withdrawn from their normal lessons for it - to avoid the domination of the discussion by boys and to prevent boys, and girls, from adopting rigid stereotypical positions.**

Discussion and activities, on the role of women and men in society, were introduced into the regular curriculum as part of social and personal development, by projects in Belgium (B 2) and in Manchester (UK 27).

Changing careers guidance programmes

A number of projects contributed directly to the schools' careers guidance programmes in various ways:

- the Dublin project (IRL 16) set up workshops outside the school in a "work exploration centre" where boys and girls undertook the same manual and practical tasks;

- the Galway project (IRL 17) introduced into its guidance courses on "the Working World", curriculum activities designed to examine the influence of sex-stereotyping on vocational choice, and offered a five-week curriculum course to familiarise girls with non-traditional occupations;

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* See Box 3, and "Innovations" No.31/1987 at Annex B.
** See "Innovations" No.35/1987 at Annex B.

- some of the Glasgow project schools (UK 28) changed their careers guidance:
  - to stress the need for all young people to prepare for economic independence and develop domestic skills. They used courses developed by the project on "Social and Vocational Skills"*, and residential and community-based courses;
  - by inviting two local health visitors, both male nurses, into schools to give careers talks;
  - by vetting, for sex bias, all careers guidance material used in the schools.

Group-work guidance materials — Box 5

A set of careers education materials was developed by the French project, F 11, for use in the second year of secondary school, when educational choices affecting future careers are made in French schools.

The materials were aimed at intensifying pupils' self-awareness, and their consciousness of sex-stereotyping.

The materials were arranged in four parts, starting with the pupils' views about, and expectations of, their lives and concluding with practical work outside the school, interviewing adult workers, visiting firms and looking at training opportunities.**

Other school activities developed by the project included suggestions for drama activities, art-work and exhibitions, and a teacher-training role-play of a 'conseil de classe' (year-teachers' group) to bring out sex-bias issues in teachers' behaviour.

Careers guidance must also tackle the problem of boys avoiding vocational choices that are sex-linked. Despite their lower pay and status, there are many boys who would like to work in the caring professions but who are inhibited by its image as "women's work". It is important that it is made clear to boys and girls that, although the problems of sex-stereotyping in vocational choice affect women most, boys need to change their attitudes as well as girls.

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* See "Innovations" No.21/1987.
** See "Innovations" No. 9/1987.

This is particularly important in the areas of life-style, relationships and life in the family. Until men take equal responsibility at home, women will continue to be hampered in their decisions about working outside it.

Mathematics, science and technical subjects

Because of the importance of mathematics, science and technical subjects for employment in the future, it is vital that schools ensure that girls continue to participate in these subjects equally with boys - at whatever ages/stages choices about future courses and careers are made.

At most levels in those countries where choices of subject are permitted before the end of compulsory schooling, this balance is far from being achieved. For many projects, the first steps towards remedying the imbalance were to:

- make teachers and parents aware of its existence, and

- explain to pupils how dropping these subjects would limit their vocational choices later on.

The "Not-a-problem-here" problem — Box 6

On gender equality, the first problem which a school faces is how to make teachers, and parents, aware of the existence of the problem of unequal opportunity. "We have equality of opportunity. The girls just don't want to enter the non-traditional subjects/ careers" - is an answer still given too often by officials and teachers.

Whole-school self-reviews, such as that carried out as part of the TRAWL project (UK 26) and the Irish projects in Shannon and Galway (IRL 17 and IRL 18) were a useful tool in identifying the real participation of girls in science and technical subjects and their achievements in school examinations, and putting the facts in front of teachers, and parents, as part of a school's "audit" of its activities.

The next step in these countries was to take positive action to encourage more girls to take science and technical options, this included:

- in Denmark, educational and vocational guidance to stress the importance of science subjects and their relevance for today's labour market (DK 3);

- the development of introductory courses for girls in science and the new technologies (IRL 17, UK 28);

- the appointment of a female instructor to teach computer literacy (F 12);

- the development of "girl-friendly" science courses and curriculum materials i.e. related to girls' experience and interests (UK 27);

- awareness work-groups for teachers on girls' achievements in mathematics, to show the tendency for teachers to underestimate girls' capacity in this area.

Solutions - in guidance and curriculum activities Box 7

In the Glasgow project (UK 28):

- female scientists, mechanical engineers and electricians were invited to visit the school as role-models;

- the project's Computer Manager (female) ensured that computers were used in subjects other than mathematics, e.g. in the electronic office; teaching music; in mini-enterprises; and in the general school curriculum in geography, biology, chemistry, physics, modern studies, and business studies;

- in mixed computer classes, girls were paired together to ensure girls had equal access to the keyboard;

- commercial computer software was screened before use. School-produced software was checked for its sex-fairness;

- both boys and girls were encouraged to use the Project's electronic office.

Vetting careers guidance materials

To broaden vocational options for girls, every single project had to vet and, in some cases, re-write the careers guidance materials in use in schools. Though there is increasing awareness on the part of publishers not to present stereotyped images of men and women, it is not universal.

Projects in France (F 11), Denmark (DK 3 & 4), Ireland (IRL 16) and the United Kingdom (UK 28) all produced their own brochures in order to present positive and non-sexist images to girls considering their vocational choices.

Parents

Probably the single most significant influence in the vocational choice of a young person is her parents. A parent with rigid stereotyped views of what his or her daughter should do, can undo much of what the school has tried to achieve.

The two Danish projects (DK 3 and DK 4) were particularly concerned to involve parents in their careers guidance activities and to convince them of the need for girls to broaden their vocational choices. The Hvidovre project in Copenhagen (DK 4) developed a series of dramatic sketches, of typical situations, using slides and music. They were written and played by teachers to a series of parents evenings. They took a humorous look at stereotyping, but entertained important and serious messages about the effect of it on girls' chances in working life.

The two-hour show was followed by a discussion of the issues which had been illustrated, helped by the presence of guidance counsellors. The DK 3 project incorporated a section on equal opportunities in its newsletter to parents and students.

In two German projects, in Mannheim and Berlin, (D 5 and D 6) special efforts were made to contact the parents of young Turkish girls, many of whom do not consider that vocational training of any sort, traditional or not, is relevant for their daughters.

Working with parents from different cultural backgrounds on the issue of sex-stereotyping is not easy and needs to be handled with great sensitivity if religious and cultural conflicts are to be avoided. The girls themselves can so easily be caught between the two cultures, to their detriment. This explains why, in some projects, vocational guidance activities for ethnic minority and girls from disadvantaged backgrounds had to start in very traditional areas - for example, setting up a weaving centre for Turkish girls in the Mannheim project (D 5).

Vocational guidance counsellors and employers are also significant adults and need to be involved in work aimed at broadening girls' vocational choices. Non-traditional work experience placements and taster courses are useful mechanisms for this type of involvement.

4. Gender equality and strategies to combat disadvantage and drop-out

As we have seen in Chapter 3, strategies aimed at greater equality of opportunity for girls from minority or disadvantaged backgrounds must take account of the particular context or culture from which the pupils come. From the experience of the pilot projects and other work in Member States, girls from ethnic minority backgrounds appear to be often under greater pressure to conform, and expected to conform to narrower and more rigid stereotypes than their counterparts in the host culture or those from more privileged social backgrounds. These girls and those who come from severely disadvantaged backgrounds are more likely to have mothers, sisters and aunts who provide role-models in an extremely narrow range of vocational activity, if they are active in the labour market at all.

Outreach work; entreprise education; teacher training — Box 8

Much of the work in the German projects in Mannheim, Duisburg and Berlin (D 5, D 6, D 8) was concerned with helping the integration of immigrant young people into adult and working life. It included:

- opening an informal drop-in Centre* (exclusively) for young women and girls in the local Turkish community which provided weaving classes and literacy and German language courses as well as providing a cultural "bridge" to German society (e.g. by a legal advice service) and assistance with homework (D 6);

- teachers and social workers being helped to make personal contact with the families of the Turkish girls, to persuade them to permit girls' participation in the activities of the project, especially those available, at the Centre (D 6);

- the establishment of a support group for young immigrants who had under-achieved at school, or dropped out of training courses (D 8);

* See "Innovations" No.32/1987 at Annex B

- teachers, in Mannheim also, developing contacts with the families of young Turkish women to improve their take up of vocational training (D 5);

- in Duisburg, setting up a working-group of teachers from different schools in an area to develop co-operation with the parents of young Turkish girls;

- courses to help teachers and social workers develop a better understanding of the social and cultural problems facing young immigrant women (D 5);

The Dublin project, (IRL 16) in its work with disadvantaged young people in inner city areas, developed a special programme aimed at single mothers which included elements of personal and vocational development, guidance, financial budgeting and sport and literacy.*

In a special-education school in Northern Ireland (UK 26), an enterprise education project was set up to encourage the development of initiative, independence and self-confidence in 15-16 year-old girls with learning difficulties.**

The work of these projects with disadvantaged groups of girls demonstrates one important lesson: that policies to achieve gender equality need to be carefully matched to the circumstances of the target group. Though all young women share in common the disadvantage of gender stereotyping, their share of other disadvantages - social, personal, mental or physical handicap, economic or cultural - will vary. The pilot projects carried out some important work in this field, but more should be done to identify other approaches suitable for different groups, cultures, and kinds of area.

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* See "Innovations" No.19/1987.
** See "Innovations" No.10/1987.

5. Teacher training and gender equality

In gender equality, as in other fields where change and improvement is sought in education, teachers are the key to success. Teachers need to be helped to

- become aware of the processes and effects of gender stereotyping;
- identify sexism and sexist attitudes in themselves and in their students;
- adjust their teaching styles and approaches.

Strategies to do these three things can be grouped as follows.

Curriculum materials

Examining, evaluating and amending curriculum materials to remove sexism and stereotyping is one way in which teachers in their initial training, or as part of in-service training, can learn to look critically at how sexism infiltrates the school curriculum.

Many projects (DK 3, DK 4, GR 13, IRL 17, IRL 18, I 22a, UK 26, UK 27, UK 28) used this strategy to raise the awareness of teachers and, at the same time, produce materials which could be used in the classroom. This applies to teachers of all school subjects. As with any new materials, their introduction and use can point the way to new teaching strategies and methods.

Some teachers and some education authorities are reluctant to adapt curriculum materials for fear of being accused of a form of "censorship". In such cases, non-sexist material can be introduced to supplement the existing material. The aim, in all cases, should be accuracy, i.e. to present a view of the world that is not biased or

incomplete or which is only addressed to the (traditionally-perceived) needs of boys or young men.

Awareness-raising courses

In projects in Shannon (IRL 18) and Aalborg (DK 3), courses were developed, to be used as part of the initial or continuing training of teachers, to raise their awareness to the problems of gender stereotyping and how they could avoid it in their teaching. In the Manchester project (UK 27) informal groups of women teachers were formed to give support and share ideas on strategies to overcome sexism in their own schools, as part of an overall city-wide policy supported by the local education authority on the elimination of sex-discrimination in Manchester schools.*

The first task of the Rennes 'Mission pour l'orientation des filles' (Task-force on guidance for girls) in the F 11 project was to raise the awareness of all those concerned, i.e. pupils, teachers, parents, guidance counsellors, etc, about the existence of the problem. Changing traditional guidance patterns for girls requires that all these groups become more aware of the problem, and mobilised to deal with it.

The Rennes approach — Box 9

In the F 11 project in Rennes, innovation training workshops were organised separately for:

- the head-teachers
- the teacher-trainers
- mixed groups of teachers, parents and guidance counsellors.

Each workshop lasted 3 days, and was run jointly with the regional in-service training agency. About 120 people participated each year.

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* See "Innovations" No.34/1987 at Annex B.

Day 1: introduction, presentation of participants, role-play, non-verbal work on attitudes (drama);
Day 2: presentations on the economic situation of women in Brittany, historical and legal aspects of equality, work groups on workplace situations.
Day 3: presentations/discussions on gender inequalities in education and training, and how to run a regional equal opportunities programme in schools:

- Video, films, production of materials, posters, etc. continued during the 3 days.

A 1-day follow-up seminar was organised two months later. One-day workshops were also organised for parents and others.*

Projects in Ireland (IRL 17, 18), Italy (I 21a), the United Kingdom (UK 27, 28) and Denmark (DK 3, 4) introduced various types of awareness-raising activities into schools. In one Italian project (I 21a) actions were designed to encourage teachers to consider their attitudes and behaviour in the classroom and their interaction with the students.

Sometimes it was found to be difficult to generate in the school the necessary interest and willingness, on the part of head-teachers and staff, to consider the question of gender equality. One of the Irish projects (IRL 18) found that a useful way to overcome this inertia was to provide curriculum materials on the subject. This acted as an entrée for the project into the schools and something tangible for staff to work with. This same project then went on to encourage some of the schools which had used the "Why not ...?"** curriculum materials to undertake a whole-school review of policy with regard to gender equality, and to develop action to surmount such problems as, for example, an imbalance of girls in arts subjects and boys in science subjects, or a re-assessment of the distribution of posts of responsibility between male and female teachers.

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* See "Innovations" No.33/1987 at Annex B.
** See above, Box 3 in Chapter 2; and "Innovations" No.31/1987 at Annex B.

The experience of the projects quoted above in France (F 11) and the United Kingdom (UK 27) showed that it was much easier to persuade teachers of the necessity for gender equality actions when there was support from national policy (as in France) or from local government (as in Manchester). While many actions are, and have been, undertaken and developed at grass-roots level by committed teachers, to reach the wider audience of the teaching profession as a whole and to convince them of the need for action, needs the authority of national or local government policy.

Changing the school's ethos

None of these changes will be effective if the ethos of the school remains one in which males and females are treated, and are expected to behave, along old-fashioned gender lines. This refers as much to male and female teachers as it does to male and female students.

School self-review: asking the pupils' views Box 10

The TRAWL project in Northern Ireland (UK 26) surveyed the views and opinions of school-leavers on the different school experiences of boys and girls in:

- the curriculum;
- out-of-school experience, guidance and information provision;
- knowledge of post-16 opportunities;
- career aspirations;
- the importance of social and personal skills and the adequacy of school provision in developing those skills.

Considerable differences were found between the boys' and girls' experience.

Classroom traditions, and the ethos or organisation of the school, cannot be changed overnight. A serious commitment to this level of change requires some mechanism for monitoring changes in school policy and the implementation of gender equality actions.

Projects tackled this differently. Some (IRL 18), (UK 26) asked schools themselves to take on this monitoring role and to set up teacher working-groups on it. Other projects (DK 3, DK 4, and F 11) sought the help of national equal opportunities networks outside the school system.

Though it was not specifically part of projects' work for young people in transition, some of the schools involved in the projects examined stereotyping in the teaching force, the promotion of women teachers, their participation in in-service education, and aspects of the school's organisation, such as whether it is the male members of staff who take on responsibility for discipline and the female members of staff who take on "caring" roles.

Whatever the combination of strategies used, change in this area is so slow and de-stereotyping takes so long that positive action needs to be pushed energetically at all levels of education, inside and outside the school, as the examples quoted here have tried to show.

6. Conclusions and recommendations

The purpose of the pilot projects taking part in the Transition Action Programme was to develop new approaches to the problems and challenges facing schools and training institutions in the late 1980s. At the Gilleleje conference in Denmark in September 1987, their experience was reviewed under the four main headings of Chapters 2-5 of this report.

The discussions there confirmed the value of their contribution, as well as showing the extent of interest, in many parts of the Community, in the gender equality issues and in the Commission's actions on them.

The discussion also pointed up a consensus of views on the basic requirements for effective action in the future.

The first requirement is the importance of concerting action on gender equality between the three related sectors of education, vocational training, and work, in order to open up entry of young women into the work-force. Unless action is concerted, i.e. there are jobs for women who take the trouble to train, and suitable training is available for those who are willing to enter traditionally-male fields, and guidance is provided in the school to encourage girls to aim at such jobs and such training - then progress will be slow, at best; and at worst, non-existent.

Secondly, it follows that there is a need for action to be concerted at different levels of policy - at national level, at regional/local level, and at school-level - to achieve this kind of joint commitment to long-term change.

Finally, it was apparent from the work of the Programme that policy should take account of the particular importance in this field, where attitudes are slow to change and where the aim is long-term change such as the entry of a whole new group into new areas of the work-force, of medium-term action strategies. Action needed to be conceived in terms of four processes or stages:

- creating awareness of the problem;

- review and analysis leading to policy decisions on the choice of actions;

- implementation strategies;

- monitoring of the results, and feeding them back to policy makers to develop/extend the actions.

These characteristics were summed up, at the conclusion of the Programme, in three recommendations setting out the actions required, on the basis of the evidence presented at the conference, at each of the three levels. They appear here in Box 11, and were included in the Commission's Final Report on the Programme, presented to the Council and the European Parliament in December, 1987.

Recommendations Box 11

1. Each school should be requested and encouraged to develop an operational plan of action to raise awareness amongst teachers, students and their parents of the limitations imposed by gender stereotyping; and to review and change the practice of teaching and learning, and of the guidance work in schools, in order to widen the range of subject and vocational choices for girls.

2. Local and regional education authorities should stimulate and facilitate joint action and exchange of experience between schools in their area, so as to promote a sense of initiative and mutual support with regard to tackling issues of gender equality. Education authorities should also be urged to co-operate with other sectors of public admininstration, and with industry, trade unions and other bodies in the local/regional area, in order to develop and implement a concerted approach to opening up broader perspectives in education, training and employment to young women, and to secure their access to opportunities which are traditionally taken up by young men.

3. Special efforts are required to monitor the effects of policies aimed at promoting gender equality. Different types of intervention and positive action are needed to overcome gender-stereotypes and to change conventional patterns of behaviour. Their impact should be regularly reviewed in order to adjust policies where necessary, and to develop guidelines for the wider use of strategies which have proved successful. Practical provision should be made, at national and regional/local levels, for the evaluation of measures taken to ensure equality of opportunity, for the dissemination of positive experience, and to identify priority areas in which further development work and experimentation is needed.

PILOT PROJECTS

The list below gives addresses for direct contact, a brief description of the area concerned and the objectives of the pilot projects.

B 2 Limburg and West Flanderen
Alternerend Leren, Centre P.M.S., Luikersteenweg 56,
B - 3500 Hasselt. Tel° 32-11-22 17 38

Alternerend Leren, Kamer voor Handel and Nijverheid, Casinoplein 10,
B - 8500 Kortijk. Tel° 32-56-21 66 01

Area: both areas have high youth unemployment, and Limburg has a large migrants population.
Objectives: new courses alternating training and work experience for unemployed young people.

DK 3 Aalborg
Hans Bruun, Udskoling- et EF Projekt, Hasserisvej 174,
DK - 9000 Aalborg. Tel° 45-8-11 22 11 Ext. 4170.

Area: a shipyard and commercial town in North Jutland.
Objectives: to improve the use of work experience, careers education and guidance.

DK 4 Hvidovre
Peer Lindholm, Skole- og Fritidsforvaltningen, Hvidovrevej 59a,
DK - 2650 Hvidovre. Tel° 45-1-78 12 11 Ext. 1207 and 1208.

Area: a suburb of Copenhagen.
Objectives: 14-16 curriculum development, and developing co-operation between guidance counsellors and other agencies providing services for young school leavers.

D 5 Mannheim/Weinheim
Helga Reindel, EG-Modellversuch, Beratungsstelle, H 2 2,
D - 6800 Mannheim 1. Tel° 49-621-1 47 30

Area: industrial town of Mannheim, and semi-rural area of Weinheim
Objectives: co-ordination of all existing support facilities in the region to improve young migrants' access to vocational education and training.

D 6 Berlin
Christel Hartmann-Fritsch, Jugend- und Kulturzentrum,
Schlesische Str. 27,D - 1000 Berlin 36. Tel° 49-30-612 40 95

Area: Kreuzberg district of Berlin, an inner city area with a high percentage of migrants.
Objectives: to develop alternative curriculum activities through theatre, literature, music, painting, and photography.

D 8 Duisburg
Achim Scharf, EG-Modellversuch, Stadt Duisburg,
Amt 51-02, Niederstr. 7, D - 4100 Duisburg 1. Tel° 49-203 283 44 35

Area: the industrial cities of Duisburg, Oberhausen and Moers in the Ruhr.
Objectives: to develop guidance and vocational preparation for low-attaining pupils before and after the end of compulsory education.

F 11 60 C.I.O
Bernard Giraud, DLC6, Ministère de l'Education nationale,
107 rue de Grenelle, F - 75007 Paris. Tel° 33-1-45 50 03 45

Area: 60 information and guidance centres distributed throughout 15 regions.
Objectives: reappraisal of the guidance process, and its links with the curriculum of lower secondary schools.

GR 13 SEP
Demetra Scavdi, KEME - SEP, Mesogion 396, 15341 Ag. Paraskevi,
GR - Athens. Tel° 30-1-360 07 89

Area: initially in Athens and north-western Greece; expanding in 19 areas of the country.
Objectives: development and testing of a new training programme for teachers of careers education and guidance, and the development of regional centres to support their work.

IRL 16 Dublin
Tony Crooks, CDVEC Curriculum Development Unit, 28 Westland Row,
Trinity College, IRL - Dublin 2. Tel° 353-1-60 24 33

Area: an inner-city area.
Objectives: the social and vocational preparation of young people with poor prospects of employment, including special courses for young women.

IRL 17 Galway
Marian O'Riordan, Curriculum Development Centre, V.E.C., Island House, Cathedral Square, IRL - Galway. Tel° 353-91-622 66

Area: Galway Town, and South County Mayo.
Objectives: "integrated education" emphasising the utilisation of the out-of-school environment, development of work experience and education for enterprise.

IRL 18 Shannon
Jim Gleeson, Curriculum Development Centre,
St. Patrick's Comprehensive School, IRL - Shannon, Co. Clare.
Tel° 353-61-3618 78

Area: basically agricultural with developing industrialisation.
Objectives: the development of new two-year post-compulsory programmes and activities aimed at the diversification of girls' vocational choices.

I 22a Modena
Ennio Ferrari, Provveditorato agli Studi di Modena, Via Rainusso 100, I - 41100 Modena. Tel° 39-59-33 53 35

Area: the town of Modena and its surrounding communes.
Objectives: the development of pupils' awareness of their economic and social environment, with emphasis on new technologies.

UK 26 Northern Ireland
TRAWL Project, NICED Information Office, Stranmillis College, Stranmillis Road, GB - Belfast BT9 5DY. Tel° 44-232-68 24 14

Area: secondary schools throughout Northern Ireland.
Objectives: school-based curriculum review and development, case-studies and development of guidance.

UK 27 Manchester
Kathy August, ACS Project Office, Manchester Polytechnic, Brook House, Hathersage Road, GB - Manchester M13 05A. Tel° 44-61-224 96 00

Area: 7 schools in the inner-city and suburbs.
Objectives: to develop an alternative curriculum for 14-16 pupils, including active learning methods, work experience placements and action aimed at eradicating gender stereotypes.

UK 28 Glasgow
Evelyn Lennie, Glenwood Secondary School, 147 Castlemilk Drive, GB - Glasgow G45 9UG, Scotland. Tel° 44-41-634 9367

Area: post-war housing estate south-east of Glasgow (Castlemilk).
Objectives: curriculum development, improved guidance, and community-based activities for all 14-16 pupils, especially under-achievers.

ANNEX B

Innovations 31
Innovations 32
Innovations 33
Innovations 34
Innovations 35

Innovations

EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

31 ___ '87
THE "WHY NOT ..?" COURSE – IRELAND

PROGRAMME INFORMATION OFFICE
IFAPLAN BRUXELLES
SQUARE AMBIORIX 32 · B · 1040 BRUXELLES
TEL. 02 · 2307106

"Why not broaden your horizons?" - a teacher's resource pack has been developed in a European Community Transition Programme pilot project in Shannon, Ireland, to introduce girls in secondary schools (aged 11 to 16) to a wider range of occupations and to encourage them to look beyond familiar stereotypes, in choosing education, training and careers.

Background

The report "Schooling and sex-roles", published in Ireland in 1983, had a major impact in making people aware of the level of sex-stereotyping in Irish schools. Compared with males, few females choose to take physics, chemistry, higher-level mathematics, building construction or engineering workshop theory at Leaving Certificate level. Few males choose languages, home economics, music or art. This has important consequences for girls, since mathematics, technical and science subjects are increasingly important entry requirements for the labour market and post-secondary education.

Moreover, traditional areas of women's work - clerical work, nursing, teaching - are declining, as a result of cutbacks in expenditure and because of structural changes in the labour market. New technologies are also causing job losses in some of these areas; and the new jobs they are creating will require scientific and technical training.

Work experience in the garage.

Social changes too - in life aspirations of women and in patterns of child-rearing and family size - affect the way young women are prepared for adult and working life. Yet little is being done in schools to prepare young women for these changes and for the new kind of labour market. The Shannon pilot project in the second European Transition Programme developed a resource pack to meet these needs.

The aims of the "Why not ...? programme

"Why not...?" is a resource pack developed to :

- enable girls in secondary education to explore their attitudes to work opportunities;
- broaden their thinking on what constitutes a suitable female occupation by familiarising them with occupations not traditionally followed by females;
- impress on them the vital link between subject choice and future career opportunities;
- encourage them to make the subject choices that will provide them with a wider range of career options;
- increase their self-confidence and educational self-image.

Target groups

The resource pack is mainly designed for use with girls aged 11-16. It can also be used effectively with mixed groups. It is designed for use by guidance counsellors but it has been used, with minor alterations, successfully by subject teachers.

The Resource Pack

The pack was developed by the Shannon Curriculum Development Centre and piloted by 64 teachers with 2210 students in schools in the Clare, Limerick and Tipperary area during 1983-85.

The pack contains a teacher's handbook, student work-cards and video materials, covering the following :

- gender roles and leisure pursuits: in which students identify the leisure activities and interests associated with one sex or another and discuss the reasons for this association.
- "Supermarket", a role-play : encourages students to examine their basic assumptions about the work-force.
- women in the work-force: statistics to show the sex-stereotyping of occupations in Ireland.
- women working in non-traditional areas: students can compare working conditions in traditional and non-traditional occupations, and examine the influence of subject choice on occupational choice.
- research projects to investigate gender role stereotyping: students can investigate topics through interviews and examining newspapers, magazines and printed records.
- suggestions for the use of guest-speakers: to cover women working in non-traditional occupations; and for interviewing working women to examine the characteristics of different occupations.

- subject-choice and career aspirations: students identify the differences between male and female subject choices in secondary schooling and consider the implications.

The teacher's handbook contains guidelines for activities, in and out of the classroom, to cover approximately ten 40-minute periods.

Video materials

The Youth Employment Agency's video "Women's Work" is recommended as part of the course and students are guided in their viewing to :

- identify the types of non-traditional occupations followed by women;
- observe the reactions of the general public to women in these occupations;
- identify the personal qualities needed to persevere in non-traditional occupations;
- learn how to counter people's prejudice and ill-informed attitudes about women in non-traditional occupations.

The "Why not ...?" video, produced by the project team, provides information on other types of non-traditional occupations and the subject choices necessary to prepare for the training.

Out-of-school activities

Suggestions are provided for the use of out-of-school learning experiences. The girls are encouraged to follow up what they learn in the classroom by looking at the actual situation of working women. Research assignment suggestions encourage them to investigate gender role stereotyping in their personal lives, schools and local areas. The pack suggests a questionnaire/survey of local work places to find out how many males and females are employed in a firm, the kind of work done by male and female employees, hours worked and wages earned by males and females, and which sex is employed in supervisory posts. Interviews, with women working in non-traditional occupations, can enable girls to find out what it is like working in these jobs, what the conditions and wages are like, and to ask for advice if they are interested in training or finding employment in this type of work.

The involvement and support of parents is another essential feature because they play a major part in a young person's career choice. The pack contains ideas and materials for parents meetings to discuss the following issues :

- the existence of stereotyping in occupations in Ireland;
- the fact that females are generally found in a narrow range of low-paid, low-status jobs;
- the closing down of many traditional women's jobs.

Comments

The pack does not attempt to alter the whole curriculum, but is an awareness-raising tool - for students, parents and teachers. But it may trigger wider action. The pack has often had an effect far beyond its main objective of familiarising girls with non-traditional occupations. In schools where the programme was piloted, a much greater awareness resulted, among students and staff, of the broader issues involved in equality of opportunity between boys and girls.

The pack provides good quality curriculum materials which attempt to give some understanding of what stereotyping is, and how it limits women's aspirations, and how not to be caught by it.

Other initiatives

Greater equality of opportunity for girls has been tackled in several other pilot projects in the Transition Programme. Other Innovations describe some of their work :

10 : Enterprise education in a special school, Northern Ireland
19 : The Outreach Centre, Dublin
32 : Support for Turkish girls, Berlin
33 : Equalising opportunities for girls, France
34 : Gender equality - City-wide action, Manchester, U.K.
35 The "girls' programme"; Strathclyde, U.K.

A general report on these projects' work will also be available in 1988.

All these publications are available, in the nine official European Community languages, free from the Programme Information Office (address below).

Contact address

BC Transition Project
Shannon Curriculum Development Centre
St. Patrick's Comprehensive School
IRL - Shannon, Co. Clare
Tel.: 353-61-361 878

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"Innovations" is a series about new developments in the field of young people's transition from education to adult and working life. DOC: 0899/87EN. Brussels, October 1987.

Innovations

EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

32___'87
TURKISH GIRLS CENTRE – BERLIN

PROGRAMME INFORMATION OFFICE
IFAPLAN BRUXELLES
SQUARE AMBIORIX 32 · B · 1040 BRUXELLES
TEL. 02 · 2307106

Elisi Evi, an informal drop-in centre, was set up to meet the special needs of young Turkish women and girls, living in the disadvantaged inner-city area of Kreuzberg, Berlin. The centre is exclusively for young women, to accomodate the views of the local Turkish community. But it also provides a bridge to German society, culture and work, in support of the education and other services in the neighbourhood.

Context

The Elisi Evi Resource Centre is part of a network of initiatives and projects set up in the Kreuzberg area of Berlin as part of a programme of urban renewal and social, cultural and economic development.

Originally a typical working-class area of workshops and small firms near the centre of Berlin, Kreuzberg became isolated geographically by the division of the city by the Wall. Its population and economy declined. Many German families left the area, and Turkish families arrived in increasing numbers to settle in the old-fashioned flats, their children making up as many as 70% of pupils in some schools. Many young people, German as well as immigrant, are faced with poverty, bad housing, and poor educational prospects mainly due to the lack of support on the part of their families, the poor vocational training facilities, and the high rate of youth unemployment.

Elisi Evi, an informal drop-in centre

The Turkish community is predominantly from a rural, pre-industrial society, and attitudes to education generally, and that of girls in particular, are very traditional.

Problems

Many problems confront young women who arrive in Germany at the age of 15, 16 or 17, having just married a young migrant worker living in Berlin. The young man himself may have been pushed, sometimes even forced, by his family to marry a girl from his village, during the summer holiday.

These young women:

- are removed from their own background,
- have never lived in a large town,
- do not speak German,
- are usually not entitled to a work permit,
- find themselves very isolated.

Aims of the centre

Elisi Evi aims to help Turkish girls and women develop their individual, cultural and social identity, by helping them:

- to emerge from their traditional seclusion, and find their way in German society and the world of vocational training,
- providing practical help including job-search, housing advice, legal help etc.
- providing leisure facilities.

Rationale

Elisi Evi is exclusively for girls and young women. This presented some problems with the other social services existing in the neighbourhood. But the centre had to take account of the custom that in traditional Islamic Turkish families the wife and daughters must stay in the house, except to go shopping or to school, and may not meet other men except in their immediate family. An earlier attempt by a group of secondary school teachers to establish a support group for homework, for Turkish girls, had found families unwilling to let their daughters stay out, after school-hours.

The Centre was the solution which could provide educational and language help for young girls, while respecting the concern of their parents, particularly the father, by ensuring that its activities would be available only for girls.

Moreover, to meet the common objection that the girls were too busy at home to be able to attend, the Centre undertook to include training to enable them to do their domestic tasks more efficiently, i.e. dress-making, cooking, cleaning, etc.

Activities

Elisi Evi provides :

- extra help with school-work, and with home-work outside school hours;
- German courses and courses in writing in Turkish, designed to meet the needs of young women recently come from Turkey;
- practical and manual activities such as dress-making, which would enable the participants to earn some money themselves; cookery and home-economics; weaving and tapestry, etc.
- group-discussions, on questions such as health, nutrition, marital relations, child-care, German customs, etc.
- personal advice and counselling; home-visits, contacts with individual teachers and vocational trainers, discussions on personal problems, etc.
- practical help in completing forms, work permits, residence permits, contacts with the administration, etc.

Successes and problems

Apart from the problems of financing and managing this kind of Centre, those in charge have been mainly concerned with the difficulty of irregular attendance by the young women in the different activities, especially school-related work. They tend to be kept at home, on last-minute tasks. The problem was compounded by the temporary move of the school to other premises.

An intermediary role was called for, on the part of Centre workers, to bridge the gap between the desire of the young Turkish girls to lead the same kind of life as their German girl-friends and the educational philosophy of Islamic parents. There were some cases of young people running away from home, and even attempted suicide. The Centre's workers collaborated with the social services in trying to help resolve such problems.

Successes have included :

- involvement in the Centre of girls forbidden by their families to go anywhere else;
- a number of pupils achieving certificates at school, helped by the Centre's school-work support;
- the development of feelings of solidarity among the participants, especially as regards looking for work;
- a change of attitude on the part of participants, and their husbands, especially about the education of their children.

Organization

The Elisi Evi Team is made up of 3 community workers (1 Turkish, 1 Kurd and 1 German) working part-time, as well as teachers and other adults providing special help for different activities. The Centre is based in 3 rooms in a former shop, converted for the purpose, as are other shops for similar social/educational purposes in the Kreuzberg neighbourhood.

As a charity, Elisi Evi has an annual budget of DM 95,000 (£32,000) provided by the Berlin Youth and Family Authorities. Language and literacy courses are funded separately, by education bodies.

The Centre is staffed from Monday to Friday between 11.00 and 18.00, so that young women can drop in, have a chat, a cup of tea, which (most unusually) they have not prepared themselves, discuss their problems, etc.

Further information

Brochures on the Centre are available, in German and Turkish, from the address below.

See also other projects, and programmes, in this series, in Innovations :

12 : The youth and culture centre - Berlin
19 : Outreach programmes - Dublin Ireland
31 : The "Why not ... ?" course, Ireland
33 : Regional programme for equal opportunities - Rennes, France
34 : Equal opportunities programme - Manchester
35 : The girls' programme - Castlemilk, Glasgow

Contact address

Elisi Evi
Für Frauen und Mädchen aus der Türkei e.v.
Skalitzer Strasse 51
D - 1000 Berlin 36
Tel.: 49 (30) 618 20 69

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Innovations

EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

33___'87
WIDENING GIRL'S OCCUPATIONAL CHOICE – FRANCE

PROGRAMME INFORMATION OFFICE
IFAPLAN BRUXELLES
SQUARE AMBIORIX 32 · B · 1040 BRUXELLES
TEL. 02 · 2307106

Awareness-raising, information, training and action were the four stages of a programme developed in the Rennes region to support equality of opportunity between girls and boys. The programme was particularly aimed at encouraging girls to choose scientific and technical careers and vocational training courses.

Background

In vocational training in the Rennes area of Brittany, the usual pattern is found :
- 83% of the boys on industrial courses,
- 86% of the girls on commercial courses.

Since the commercial courses are only 25% of the total range of vocational training, these figures show how narrow girls' choices still are.

In this, Rennes reflects the national situation in France where :
- in general education, 83% of the girls take arts options, 22% mathematics and technology;
- in technical education, girls make up 5% of those on courses in mechanics, construction, electricity and electronics; but 87% of those on courses in chemistry, biology and health-care; and 95% of those on secretarial courses.

Economics, natural sciences, accounting and business are the only courses with a balanced participation of boys and girls.

In France, 83% of the girls take arts options.

Under a 1984 policy statement by the Ministries of Education and for Women's Rights, guidance services at regional level were required to appoint someone responsible for setting up an equal opportunities plan and coordinating activities aimed at pupils, teachers and heads of schools. In the Rennes region, this coordination was linked to one of four French pilot projects in the second European Action Programme on the Transition of Young People from school to adult and working life.

Awareness-raising and information

Aim. The first task of the Rennes 'Mission pour l'orientation des filles' (Task-force on guidance for girls) was to raise the awareness of all those concerned, pupils, teachers, parents, guidance counsellors, etc, about the existence of the problem. Changing traditional guidance patterns for girls requires that all these groups become more aware of the problem, and are then ready to be mobilised to deal with it.

Research. Together with the University of Rennes, surveys and studies were made about female participation in the various types and levels of education and training; about girls' participation in science subjects; and of the successes of girls trained in non-traditional fields, in finding a job.

Information. To raise awareness, the following means were used :

- articles in the specialist guidance press;
- the mass media: regional press, local radio, parents associations' bulletins;
- participation in public events; fairs, debates;
- awareness-raising campaigns in schools: leaflets, posters, competitions, audio-visual aids, inventories of material on gender equality;
- publication of a newsletter on equality, "PLURI-ELLES".

Training

An innovative training programme was developed. Workshops were organized separately for :

- the head-teachers
- the teacher-trainers
- mixed groups of teachers, parents and guidance counsellors,

About 120 people participated each year.

Each workshop lasted 3 days, and was run jointly with the regional in-service training agency.

- Day 1: introduction, presentation of participants, role-play, non-verbal work on attitudes (drama);
- Day 2: presentations on the economic situation of women in Brittany, historical and legal aspects of equality, work groups on workplace situations.
- Day 3: presentations/discussions on gender inequalities in education and training, and how to run a regional equal opportunities programme in schools;
- Video, films, production of materials, posters, etc. continued during the 3 days.

A 1-day follow-up seminar was organised two months later. One-day workshops were also organized for parents associations, social workers and others.

Action

The aim was to change educational structures as well as teachers' behaviour and practice. A regional working group was responsible for policy, coordination of activities, producing material and disseminating results.

Activities included :

- the organization of work experience placements in non-traditional fields;
- setting up metings with women in non-traditional occupations and the dissemination of a "directory of resource women";
- the reorganization of some parts of existing vocational education courses; adaptation of admission criteria for some technical education courses; and setting up re-training in hi-tech occupations for girls with clerical qualifications.

A Renne University study examined the training and employment of girls in three key sectors; textile, services and electronics.

Seven working groups met, monthly, at local level, and once or twice a year at regional level, to monitor the follow-up of the workshops. In return for receiving regional financial support, the groups undertook to produce and disseminate material on their work.

Example of classroom activity

A careers education module was developed for use in the second year of secondary school, when educational choices affecting future careers are made in French schools.

The module was aimed at intensifying pupils' self-awareness, and their consciousness of sex-stereotyping. The module was arranged in four parts, starting with the pupils' views about, and expections of, their lives and concluding with practical work outside the school, interviewing adult workers, visiting firms and looking at training opportunities.

Other school-level activities developed by the programme included suggestions for drama activities, art-work and exhibitions, and a role-play of a 'conseil de classe' (year-teachers' group).

Further information

PLURI-ELLES is available (in French only) from the address below.

See also Innovations :
31 : The "Why not ...?" course - Ireland
34 : Equal Opportunities Programme - Manchester.

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Innovations

EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

34___'87
EQUAL OPPORTUNITIES PROGRAMME – MANCHESTER

PROGRAMME INFORMATION OFFICE
IFAPLAN BRUXELLES
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In 1980, Manchester began to set up a city-wide network and programme to promote and support gender equality activities in schools, colleges and the city's education administration. The aim is to increase and maintain commitment at all levels. Schools in the European Transition Programme pilot project in Manchester have played an active part in it.

Why a city-wide programme ?

In Manchester, the aim of the city's policy and widespread action programme on gender equality is to change attitudes and broaden horizons. It reflects the view that the role of the schools in this area cannot be seen in isolation from society at large, where discriminatory practices are firmly and subtly entrenched.

"Parents, teachers, politicians and administrators should be absolutely clear from the outset that the aim is to broaden the personal, educational and vocational horizons of all the schools' pupils so that they are not limited by an individual's sex".

The programme was started in 1980, to investigate, monitor and counteract sexism in the structure and attitudes of the teaching force and the educational administration, as well as in the schools. In 1983, secondary schools taking part in the Manchester pilot project in the European Community Programme on the transition of young people from education to adult and working life, began to incorporate anti-sexist activities into other work they were starting on guidance, curriculum development, teacher training, etc. to improve their transition provision.

Young woman on a vocational "taster" course at a Further Education College.

How the programme developed

1980

Start of the city-wide review of the curriculum in all schools.

1981

Publication of the report "Sex-stereotyping in Schools" containing statistical information, a curriculum critique and guidelines for good practice in secondary schools.

1982

Teachers guidelines for good practice in gender equality sent to every secondary school teacher in Manchester. Inspector named with special responsibility for gender equality.
Heads of schools and colleges asked to nominate a member of staff to co-ordinate school policy on sex-stereotyping.

1983

Organisation of these staff into District Groups to share ideas on good practice; establish resource bases; monitor anti-sexist activities; and identify areas for concern.

1984

Publication of a newsletter "M.A.G.A.S.I.N.E" (Manchester Against Stereotyping in Education) as a networking and information tool.

1985

Equal Opportunities Unit (task-force) established by the City Council

1986

Women's Education Group established; presented a major report to the Manchester Education Committee.

School activities : examples

Girls' Days : used periodically by schools to promote positive images of women in traditional and non-traditional activities.

Assertiveness training : for women teachers and girls, using, e.g. role reversals, to highlight inequalitites, differences of outlook.

Anti-sexist workshops for men : to examine attitudes among teachers and students, and raise consciousness through role-play.

Sexism awareness courses : addressed to boys and girls, presenting case-studies and information, and comparing the situation of women in different occupations.

School-based analysis of curriculum materials : using in-service training techniques to analyse materials in use in schools.

Displays of posters/pictures challenging stereotypes : using materials from the Equal Opportunities Commission showing men and women in non-traditional occupations.

Support/information/in-service training : provided by the Manchester Education Development Services.

Interpersonal skills courses for women teachers : to help women to be well-informed and assertive on gender equality questions.

Development work by the EC project schools

Single-sex courses in colleges and vocational departments.

Familiarisation and taster courses to provide girls with experience of non-traditional activities, to change attitudes and build confidence.

"Neutral courses", i.e. special attention is paid to ensure that boys and girls participate on an equal basis without pre-conceived ideas of "boys' activities" and "girls' activities".

Guidance which promotes positive attitudes and supports boys and girls wanting to follow non-traditional course choices.

Use of community placements gives girls and boys practical opportunities to try out non-traditional roles and stresses the value of traditional women's work.

A video for mothers and daughters is being produced, in different ethnic minority languages on "What does Gender Equality Mean?"

A poster, produced in the project shows a collage of photographs of young people involved in community placements, work experience, college links, etc. All photographs communicate the message of equal opportunities in its widest sense : race, gender and disability. This is being circulated around the city and outside.

A check-list for school-level action

1. Monitor option choices, i.e. pupils' choice of "option" subjects.

2. Carry out a survey of attitudes on the career expectations of pupils.

3. Review syllabuses and resources for examples of sex bias.

4. Examine school organization for sex bias.

5. To strengthen girls' participation in non-traditional areas, introduce single-sex groups, taster courses, or establish a core curriculum; invite visiting speakers from non-traditional occupations; provide in-service training.

6. Produce a policy on equal opportunities; involve staff in its production, and pupils in its implementation.

7. Anti-sexism should feature in the curriculum from the first year onwards.

8. Raise awareness of all teachers to gender issues.

In Manchester, equal opportunities is seen as the responsibility of all teachers, not just those involved with careers education or personal and social development, etc. A pack of materials called "Genderwatch" was sent to all schools in the city so that all teachers could be involved in evaluating their own practice.

The future

The Manchester programme is planned to develop in these ways :

- A video will be produced for parents on future work patterns in society and the need to challenge sterotypes.
- Short in-service training courses will be offered on "Vocational Preparation and Gender Equality".
- Anti-sexist initiatives in secondary and tertiary education will be monitored and recorded.
- Regional Staff Development Programmes on Equal Opportunties in 14-19 Education are planned. It is hoped that Manchester will be involved in them.
- Teams of teachers may be invited to write reports on different issues concerned with gender equality.
- Distance personal study materials are being prepared to help young Asian women facing transition.

Further information

Copies of MAGASINE (newsletter), policy paper, and other materials available, in English only, from the Project.
GENDERWATCH teacher-awareness materials pack available in English only, from SCDC, Newcombe House, 40 Notting Hill Gate, London (£3.50).
Action Handbook : how to implement gender equality : IFAPLAN, Brussels, October 1985.
See also other Innovations on gender equality action :
33 : Equalising opportunities for girls - France
35 : The "Girls' Programme" - Castlemilk, Glasgow

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Innovations

EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

35___'87
THE "GIRLS' PROGRAMME" – CASTLEMILK, GLASGOW

PROGRAMME INFORMATION OFFICE
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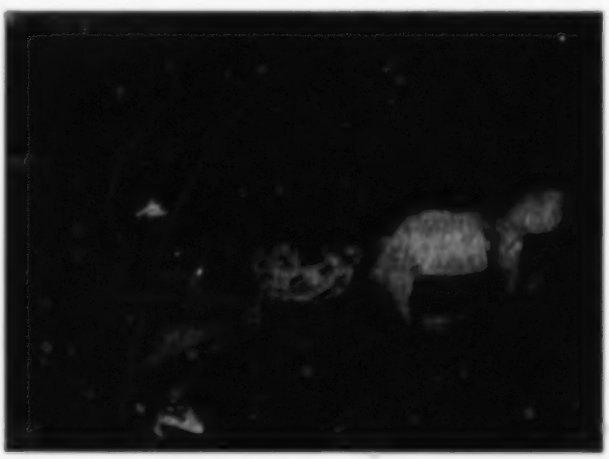
The "Girls' Programme" developed in the Castlemilk EC project (UK 28) is a 5 x 1-hour course designed to raise the awareness of 14-15 year-old girls to sex-stereotyping and its effects on women's choice of jobs and training.

Context

In all European countries girls are still making traditional educational and vocational choices, despite legislation and provision aimed at equality of opportunity. Positive action needs to be pushed energetically at all levels of education, to raise awareness and to encourage girls to make full use of the opportunities offered to them.

Without positive action by schools, girls continue to make traditional choices. In one of the comprehensive secondary schools (age 11-18) in Castlemilk (Glasgow, Scotland) a special course, "The Girls' Programme", was written and used with groups of 14-15 year-old girls.

A special course was necessary because it was felt in this school that it was the only way to introduce the question of sex-stereotyping into the curriculum.



"Would you like to do my job?"

The target age-group (14-15) was chosen because at this age girls are able to grasp the subject matter and have already begun to think about roles in their family, and male/female roles in marriage, child-rearing and jobs.

65 girls participated in the first course which took place in May 1986.

Development and organization

The course is taught in 5 sessions, each of 1 hour. The material was written by 6 teachers, with a project staff member in charge of organisation. Pupils are withdrawn from their normal lessons for it. The teachers teaching it were chosen for their interest in the issue, not because of the subject they taught.

The basic teaching strategy is to present stimulus material, followed by small-group discussion; teachers act as prompters and stimulators, not as lecturers. The stimulus material, at the beginning of each session, encourages the pupils to define, handle and think about the ideas presented to them. Then, they move into small-group discussion, with teachers acting as prompters.

The course is taught in single-sex groups to avoid boys dominating the discussions, and prevent boys and girls from adopting rigid stereotypical positions.

The content of each session module is described in the following sections.

Session 1 : Children and teenagers

Stimulus material : Video "Sexism follows you all your life" (availability see below).

Discussion questions : Are boys and girls treated differently? At school? By parents? In the toys they are offered?

Are girls and boys expected to play with different toys as children? What effect does this have?

Do teenage girls usually have different leisure activities from teenage boys? Why is this?

Do primary schools treat boys and girls differently? What effect does this have?

Do secondary schools treat boys and girls differently? What effect does this have?

Are boys and girls expected to behave in different ways by parents? What effect does this have?

Are boys and girls expected to do different household jobs? What effect does this have ?

Session 2 : The family

Stimulus material : two short plays written & produced by the school (Housework 1900-1986; and Resolving Family Conflicts).

Discussion questions : Why might mothers refuse/agree to do the washing up?

Why might the father refuse/agree to wash the dishes?

Why might the son refuse/agree to wash the dishes?

Why might the daughter refuse/agree to wash the dishes?

What would you like your partner to do in the home in respect of household jobs?

If you and your partner decide to have children how would you as parents bring them up?

Session 3 : The media and women

Stimulus material : Recent issues of popular teenage girls magazines are used to discuss images of women presented by the media.

Sessions 4 & 5 : Would you like to do these jobs?

Two sessions on this topic are included because they are so popular with the girls.

Stimulus material : 6 women in non-traditional jobs (electrician, mechanical engineer, taxi-driver, ambulance driver, policewoman, trade union official) are invited to the school. They join the small discussion groups and chat informally to the girls about their work, dealing with questions such as :

Why did you decide on your job?

How did you get the job?

What does it involve?

Do any other women work with you?

What's it like being the only/one of a few women?

How did your parents and friends react to your job?

Have you ever felt like giving up?

What was your worst moment?

Have you any regrets?

Why do you like it?

How will the job fit with marriage/having children?

What advice would you give to girls going into that job?

What are the wages and promotion prospects like?

How successful was the Girls' Programme?

- Generally, the programme was a success in maintaining pupils' interest. Many of the pupils would have liked more time to talk with more women speakers about their non-traditional jobs.
- 92% of the pupils thought that the course was worth doing; 90% thought it should have been longer. Over half the girls had talked to their parents about the programme. 15% of the girls asked for work experience placements in non-traditional areas.
- Many found it difficult to identify with the session on "The Family" ("we can't change attitudes in our families : our parents won't listen to us").
- Future versions of the course will include topics on women's well-being and health; jobsharing; child care; and early marriage.
- The programme will be offered to boys-only groups in the 15-16 age range. Developing a Boys' Programme is seen as an important next stage, showing how boys are disadvantaged by sex-stereotyping, for example, in personal relationships, entry into the caring professions and relationships with children.

Materials available

The "Girls' Programme" - general description. Schedule of sessions. Information for staff. Four pupils' booklets for sessions 1 and 3. A conversation across the years (session 2). Evaluation report. (All in English only). "Genderwatch" teacher-awareness materials pack (in English only) : from SCDC, Newcombe House, 40 Notting Hill Gate, London (£3.50). "Sexism follows you all your life" : video, available from Equal Opportunities Commission, 141 West Nile Street,GB - Glasgow G1, Scotland (free).

See also Innovations :

33 : Equalising opportunities for girls, France
34 : Equal Opportunities Programme, Manchester
36 : Work exploration centre - Dublin, Ireland

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